

AN ANALYSIS OF THE FIRST YEAR STUDENTS' ABILITY TO WRITE PRESENT CONTINUOUS TENSE IN SIMPLE SENTENCES TRIGGERED BY PICTURES AT SMK KARTIKA 1-2 PADANG

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ABSTRACT: The purpose of this research was to find out the ability of the first students to write present continuous sentences triggered by picture. In specific the purposes of this study are as follows: 1. to describe the students' ability of SMK Kartika 1-2 Padang to write positive form sentences in present continuous tense triggered by pictures. 2. to describe the students' ability of SMK Kartika 1-2 Padang to write negative form sentences in present continuous tense triggered by pictures. 3. to describe the students' ability of SMK Kartika 1-2 Padang to write interrogative form sentences in present continuous tense triggered by pictures. The design of this study was a descriptive in nature. According to Gay (1987:189), descriptive research involves collecting data in order to answer question concerning the current status of the subject of the study. The instrumentation that used to collect the data in this research was writing test. It consisted of 20 pictures. In this test, the students were required to write present continuous in simple sentences (positive sentences, negative sentences and interrogative sentences) triggered by pictures. Based on the result of the study, in general, the students' ability to write present continuous tense in simple sentences triggered by pictures was moderate since there were 24 students (55.81%) from 43 students had moderate ability. Data also exhibited that their ability to write positive form, negative form, and interrogative form was moderate with percentages as follow: 69.77% for positive form present continuous tense sentences triggered by pictures, 67.44% for negative form present continuous tense sentences triggered by pictures and 76.74% for interrogative form present continuous tense sentences triggered by pictures.

Keyword: *Simple sentence, Present continuous tense, picture*

INTRODUCTION

Grammar is one of components in language learning. In vocational school, grammar is an important component in learning English. By learning grammar students can do their exercise well. Based on the syllabus of vocational school at SMK Kartika Padang 1-2, most of the materials in vocational school are grammar, especially in Tenses. Harmer (2006: 12) says that

the grammar of language is the way to describe the words that can change their forms. By studying grammar seriously the learner can make the words into sentences, from the word that does not have meaning into sentences that has meaning.

Richards (2004:145) says that the people right now understand that grammar is necessary for people and without comprehension in grammar, the development will be constrained.

It is evidence that grammar can not be ignored. Grammar is an important component to learn because many of materials in vocational school are closely related with grammar.

According to Mark (2011), tense is a grammatical category that locates a situation in time that indicates when the situation takes place. By learning tenses the learner can write coincides sentences in convenient time.

From the sixteen tenses one of the tenses that is often used in our daily activity is present continuous tense. Beare (1997) says that Present continuous is actions happening in a period around the present moment in time. It means that present continuous talks about what is happening right now.

Based on the writer's experience in doing practice teaching at SMK Kartika 1-2 Padang, some students at vocational school had difficulties to make sentences in present continuous. They got problem to write sentences because they forgot the *pattern* and they did not know the verb. Besides, they were confused about *to be* and verb-ing. If the teacher gave them exercises to write the sentence about present continuous they still had mistake, for example "*Denny are cooking*" it is not a right sentence, it should be "*Denny is cooking*". Then, when the students learnt present continuous they were lazy to do the exercise. They thought that learning present continuous was boring. They only knew several vocabularies to make into sentences; the learners did not want to find new word in dictionary.

To overcome problem above, media are one way to help the learners from the laziness, boredom,

unimaginative, and so on. One of interesting media is pictures. Pictures can give much enthusiasm to the learner in order they want to see and they will learn the material.

Cavvit (2009) says that pictures are one more media to help students in writing or in process learning writing. By using pictures the learner will find new vocabulary to write their sentences. The students sometime are unable to write the sentences because they do not know what they will write into sentences. By using pictures in their exercise they will get the words that should be in their sentences. It will increase the learner's ability to write sentences, especially in writing present continuous sentences.

Concerning the fact and reasons above, the writer is interested to do a research about the analyzing of the students' ability to write present continuous triggered by picture.

Identification of the Problem

Grammar is closely related with 16 tenses they are simple present tense, present continuous, present perfect, present perfect continuous, simple past, past continuous, past perfect, past perfect continuous, future tense, future continuous, future perfect, future perfect continuous, past future, past future continuous, past future perfect, and past future perfect continuous. Among those tenses, present continuous tense is used in the classroom. Present continuous is one based tense from three based tenses; they are simple present tense, simple past tense and simple present continuous.

Present continuous tense has three form; positive statement,

negative statement, and interrogative statement. The present continuous tense is written in simple sentence, compound sentence, and complex sentence.

There are some problems that influence the students' ability to write present continuous tense in simple sentences. They are spelling, vocabulary, grammar, punctuation, and uninteresting process teaching.

Delimitation of the problem

Based on the identification above, the writer limits her analysis on students' ability to write Present continuous in positive form, negative form, and interrogative form sentences triggered by pictures.

The writer chose the first year students of SMK KARTIKA 1-2 Padang because they have studied present continuous tense. It means that they have enough knowledge about it. And based on their syllabus they have learned how to write present continuous tense in simple sentences.

Formulation of the problem

The formulation of the problem was as follow: "How is the ability of the first year students at SMK Kartika Padang 1-2 to write present continuous in simple sentences triggered by pictures?"

Research Questions

Moreover, the researcher put the problem in detail into some research questions as follows:

- a) How is the students' ability to write the positive form sentences in present continuous tense triggered by pictures?
- b) How is the students' ability to write the negative form sentences

in present continuous tense triggered by pictures?

- c) How is the students' ability to write the interrogative form sentences in present continuous tense triggered by pictures?

Purposes of the Research

In general, the purpose of the research was to find out the ability of the first students to write present continuous sentences triggered by picture. In specific the purposes of this study are as follows:

- 1) to describe the students' ability of SMK Kartika 1-2 Padang to write positive form sentences in present continuous tense triggered by pictures
- 2) to describe the students' ability of SMK Kartika 1-2 Padang to write negative form sentences in present continuous tense triggered by pictures
- 3) to describe the students' ability of SMK Kartika 1-2 Padang to write interrogative form sentences in present continuous tense triggered by pictures

Significance of the study

The result of the research was hoped useful for English teacher and students at SMK Kartika 1-2 Padang. For the English teacher, they will know about their students' ability to write present continuous in simple sentences triggered by pictures. The teacher can use pictures as a media in teaching process and use pictures to write sentences in present continuous tense. For the students, they can use pictures as tool or media that will help them in studying and they can improve their ability in writing present continuous sentences. Besides, they know about their

ability to write present continuous in simple sentences.

For the researcher, this research was useful to increase her knowledge in doing a research and report it for the future and this research can be a guide for the writer to increase her quality of English education in the future.

Definition of the Key Terms

To avoid misunderstanding, the researcher defines the key terms used in this research as follows:

- 1) Ability is the students' skill to use knowledge to write the present continuous sentences triggered by pictures.
- 2) Present continuous tense is the tense that is formed by using the present tense of the auxiliary be and the -ing form of the verb.
- 3) Pictures are one more media to help students in writing sentences or in process learning writing sentences

RESEARCH DESIGN

The design of this study was a descriptive in nature. According to Gay (1987:189), descriptive research involves collecting data in order to answer question concerning the current status of the subject of the study. The purpose of this research is to describe the first year students' ability to write present continuous tense in simple sentences triggered by pictures at SMK KARTIKA 1-2 Padang.

Population of this research was the first year students of SMK KARTIKA 1-2 Padang. The writer chose the first year students as population because they have studied present continuous tense in the first semester. It means that they should

be able to write present continuous in simple sentences triggered by pictures. Total number of them is 190 students. They were divided into seven classes; three classes of AKUTANSI (1.A1, 1.A2, 1.A3), two classes of PEMASARAN (1.B1, 1.B2), one classes of ADMINISTRASI PERKANTORAN (1.C1) and one classes of TEKNIK KOMPUTER JARINGAN (1.TKJ).

The instrumentation that used to collect the data in this research was writing test. It consisted of 20 pictures. In this test, the students were required to write present continuous in simple sentences (positive sentences, negative sentences and interrogative sentences) triggered by pictures. There were 7 pictures for positive and negative form sentences in using present continuous tense and 6 pictures for interrogative form sentences in using present continuous tense. The writer gave 60 minutes for students to do the test. To make sure the students understand the direction and get enough time to do the test or not, whether the test is reliable or not, the writer tried out the test to the students out of the samples. The writer prepared 25 pictures in 75 minutes for the samples to do the try out test. They became 9 pictures for positive and negative form sentences in using present continuous tense and 7 pictures for interrogative form sentences in using present continuous tense.

Findings

The purpose of this study was to know the students' ability to write present continuous tense in simple sentences triggered by pictures. Based on the purpose above, the

writer presents the finding of the research as follows:

Students Ability to Write Present Continuous Tense in Simple Sentences Triggered by Pictures

The maximum possible score to write present continuous tense in simple sentences triggered by pictures based on Heaton's criteria was 80 if students' sentences consist of all components. The result of data showed that the highest score was 72.62 and the lowest score was 28.75 and then the writer calculated the Mean and Standard Deviation. The result of Mean was 52.39 and Standard Deviation was 11.38. The result showed that 9 students (20.93%) had high ability, 24 students (55.81%) had moderate ability and 10 students (23.26%) had low ability (see appendix 6).

Students Ability to Write Present continuous Tense in Positive Form Sentences Triggered by Pictures

This part presents the students' ability to write present continuous tense in positive form sentences triggered by pictures. The maximum score for this component was 28. The result showed that the highest score was 24.75 and the lowest score was 6.5. After that, the writer counted Mean and Standard Deviation.

The result of Mean was 17.31 and Standard Deviation was 4.68 (see appendix 8). The result showed that 5 students (11.63%) had high ability, 30 students (69.77%) had moderate and 8 students (18.6) had low ability (see appendix 10). It means that the ability of the first year students of SMK Kartika 1-2 Padang to write present continuous tense in positive form sentences triggered by pictures was moderate.

Students' Ability to Write Present Continuous Tense in Negative Form Sentences Triggered by Pictures

The maximum score for this component was 28. The result of the test showed that the highest score was 24.5 and the lowest score was 6.25. And the writer calculated Mean and Standard Deviation. The result of Mean was 17.26 and Standard Deviation was 5.34 (see appendix 12). The result of this calculation showed that 7 students (16.28%) had high ability, 29 students (67.44%) had moderate ability, and 7 students (16.28) had low ability (see appendix 14) it means that in general the ability of the first year students of SMK Kartika 1-2 Padang to write present continuous tense in negative form sentences triggered by pictures was moderate. It was supposed by the fact that the majority of the students (67.44%) had moderate ability.

Students' Ability to Write Present Continuous Tense in Interrogative (yes/no question) form sentences triggered by pictures

The maximum score for this component was 24. The result showed that the highest score was 23.25 and the lowest score was 7. After that, the writer counted the Mean and Standard Deviation. The result of Mean was 17.84 and Standard Deviation was 4.06 (see appendix 16) the result of this calculation showed that 5 students (11.63%) had high ability, 33 students (76.74%) had moderate ability, and 5 students (11.63%) had low ability (see appendix 18). From the calculation of this result, it could be seen that the ability of the first

year students of SMK Kartika 1-2 Padang to write present continuous tense in interrogative (yes/no question) form sentences triggered by pictures was moderate.

To make it clear, the number of the percentage of students who felt into each of the three categories was presented on the following table

Table I: The Table of Findings

No	Aspects	Students' ability in percentage		
		High	Moderate	Low
1	Writing present continuous tense in simple sentences triggered by pictures	20.93%	55.81 %	23.26%
2	Writing present continuous tense in positive form sentences triggered by pictures	11.63%	69.77%	18.6%
3	Writing present continuous tense in negative form sentences triggered by pictures	16.28%	67.44%	16.28%
4	Writing present continuous tense in interrogative form sentences triggered by pictures	11.63%	76.74%	11.63%

DISCUSSION

Students' Ability to Write Present Continuous Tense in Simple Sentences Triggered by Pictures

Based on the result of the study, in general, the students' ability to write present continuous tense in simple sentences triggered by pictures was moderate since there were 24 students (55.81%) from 43 students had moderate ability. Data also exhibited that their ability to write positive form, negative form, and interrogative form was moderate with percentages as follow: 69.77% for positive form present continuous tense sentences triggered by pictures, 67.44% for negative form present continuous tense sentences triggered by pictures and 76.74% for interrogative form present continuous tense sentences triggered by pictures.

The findings above showed that the students' ability to write present continuous tense in simple sentences triggered by pictures was moderate. It means that the students still did not understand how to write present continuous tense in simple sentences triggered by pictures.

4.22 Students' Ability to Write Present Continuous Tense in Positive Form Sentences Triggered by Pictures

Based on the result of study, it was found that the students' ability to write present continuous tense in positive form sentences triggered by pictures was moderate since there were 30 students (69.77%) from 43 students had moderate ability. It means that the students still had problem to write present continuous tense in positive form sentences triggered by pictures. Some of the

students are still confused to use *to be* (am/is/are) in sentences. In addition, the students also are still For examples:

1. Emma are studying right now.
The correct one is "Emma is studying right now."



2. Skandar, Daniel, and Peter are talking now.
The correct one is "Skandar, Daniel, and Peter are singing now."

Students' Ability to Write Present Continuous Tense in Negative Form Sentences Triggered by Pictures

Based on the result of study, it was found that the students' ability to write present continuous tense in negative form sentences triggered by pictures was moderate since there were 29 students (67.44%) from 43 students had moderate ability. It means that most of students are still confused to use "not" in sentences. Beside that, some of the students are confused to put "not" in sentences. For examples:

1. Caspian is swimming now.
The correct one is "Caspian is not swimming now."
2. Susan not is speaking on the phone now.
The correct one is "Susan is not speaking on the phone now."

Students' Ability to Write Present Continuous Tense in interrogative (yes/no question) Form Sentences Triggered by Pictures

Based on the result of the study, it was found that the students' ability to write present continuous tense in interrogative (yes/no question) form sentences triggered by pictures were moderate since there was 33 students (76.74%) from

confused to match the verb-ing with the pictures.

43 students had moderate ability. It means that the students did not understand how to write present continuous tense in interrogative form sentences. Some of the students are still confused to put *to be* in sentences. Few of the students forgot to put question mark (?) in sentences. For examples:

1. Is Edwin is painting the wall now.
The correct one is "Is Edwin painting the wall now?"
2. Is Judy riding a horse.
The correct one is "Is Judy riding a horse?"

CONCLUSIONS AND SUGGESTIONS

Based on the finding of this research as already discussed previously, the writer draws some conclusions and suggestions.

Conclusions

In general, the finding of this study can be concluded that the ability of the first year students of SMK Kartika 1-2 Padang to write present continuous tense in simple sentences triggered by pictures was moderate. This conclusion was indicated by the fact that there were 24 students (55.81%) who had moderate ability to write present continuous tense in simple sentences triggered by pictures, 10 students

(23.26%) who had low ability to write present continuous tense in simple sentences triggered by pictures, and 9 students (20.93%) who had high ability to write present continuous tense in simple sentences triggered by pictures.

In specific, the conclusion can be seen as follows:

1. The ability of the first year students of SMK Kartika 1-2 Padang to write present continuous tense in positive form sentences triggered by pictures was moderate since there were 30 students (69.77%) from 43 students had moderate ability.
2. The ability of first year students of SMK Kartika 1-2 Padang to write present continuous tense in negative form sentences triggered by pictures was moderate since there were 29 students (67.44%) from 43 students had moderate ability.
3. The ability of the first year students of SMK Kartika 1-2 Padang to write present continuous tense in interrogative (yes/no question) form sentences triggered by pictures was moderate since there were 33 students (76.74%) from 43 students had moderate ability.

Suggestions

Based on the conclusions above, the writer gives teacher, students and further researcher suggestions as follows:

1. For English teachers, since the students' ability to write simple sentences was moderate, the teacher should use pictures as a media to help students in doing exercises in present continuous tense. After that the teacher should suggest the students to find

the pictures in some media (internet, book, magazine and etc) and make it into sentences of present continuous tense. And the teacher should give more explanations about adverb of time, spelling the verb and the usage of verb based on subject.

2. For the students, they are also suggested to learn more about how to write present continuous tense triggered by pictures especially in simple sentences and are expected to do more exercises give by the teachers.
3. For the further researcher, the writer suggests to find out the problems faced by the students in writing present continuous tense sentences.

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